

RECENT TRENDS IN THE USE OF
RADIO IN SECONDARY SCHOOLS

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by

Sister Madonna Walsh

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Committee on thesis:

J. R. Shannon
Philip H. Jamison
Charles W. Morgan, Chairman

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study: (1) to reveal the relationship between the ratio on the high school level; and (2) to determine to what extent high schools have diminished the opportunities.

CHAPTER I

THE PROBLEM, DEFINITION OF TERMS USED, AND METHOD OF MAKING THE STUDY

From the beginning of radio broadcasting, it has been generally agreed that radio might become one of the great educational mediums. A great number of educational programs of various types has been offered. There are now three general types of educational broadcasting: (1) direct into-school broadcasts, which include broadcasts specially prepared by directors of a school system for the schools of the system, and any radio activity broadcast over a public address system into other rooms of the same building; (2) supplementary school broadcasts; and (3) after-school broadcasts. Many schools, especially the newer buildings, have been equipped with radio; and educators and radio directors have said much about the value of radio in the school.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study: (1) to review the educational possibilities of radio on the high-school level; and (2) to find out how and to what extent high schools take advantage of these opportunities.

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Importance of the study. Radio listening takes a large part of the out-of-school time of boys and girls, and radio has its educational effect, either positive or negative, on these boys and girls.¹ It is evident that the schools have responsibility with respect to the momentous pedagogical possibilities of radio.² It was considered of sufficient importance to know what secondary schools are doing toward assuming this responsibility to make a special study of the problem.

II. DEFINITION OF TERMS USED

Recent. In this study, this term is used to indicate the period of time since 1930, with greater stress on the years in the latter part of the period.

Trends. This term is used to include all practices which indicate a definite motion in a given direction.

Use of radio. Any practice found in the schools with respect to radio as a tool of education has been included.

¹I. Keith Tyler, "Developing a Discriminating Audience," Education by Radio, 6:26, August, 1936.

²Charles N. Lischka, "Radio and the School," The Catholic School Journal, 33:4, January, 1933.

Secondary schools. Four-year high schools, junior high schools, senior high schools, and six-year high schools are included under this term.

III. METHOD OF MAKING THE STUDY

Data for this study were gathered from various sources. Broadcasting companies were asked for schedules of educational programs and for information as to the manner and extent of their use. Radio schedules published in papers and magazines were examined.

Information was secured about the activities of a number of schools of the air through communication with them. The United States Department of the Interior, Office of Education, Washington, D.C., also furnished valuable material for the study.

Various published reports on radio projects in schools and on children's choice of programs for recreational listening were consulted. Finally, books and magazine articles dealing with the subject of educational uses of radio were read.

Stewart Hays, "Radio in the Schools," (unpublished manuscript, 1927.)

CHAPTER II

REVIEW OF RELATED STUDIES

Only one study was found that is directly related to the present study. This was a thesis prepared in 1927 by Stewart Bryon Atkinson, principal of Upton (Massachusetts) High School, entitled "Radio in Secondary Education." He showed that 57 of the 253 Massachusetts high schools had receiving sets in use; that 29 of these had been made in the school; and that instruction in set making was given in 53 of the schools. He reported that schools in Moberly, Mississippi; Boise, Idaho; Spokane, Washington; Toledo, Ohio; and Omaha, Nebraska, had broadcasting stations.¹

I. Keith Tyler made a study in 1934 of the listening habits of secondary-school pupils in Oakland, California. He found that there were radios in 97 to 99 per cent of the homes of these children; that the pupils spent about two hours and twenty minutes daily listening to radio programs outside of school; that there was an overwhelming appeal of humor; that the "good singing voice" had a great appeal for girls; and that the program preferences of the group indicated that the dramatic approach is by far the most

¹Stewart Bryon Atkinson, "Radio in Secondary Education," (unpublished Master's thesis, Harvard University, 1927.)

popular and that talking is the least likely to meet a response.²

In 1937, Sister Anne Catherine made a study of the leisure-time radio habits of high-school pupils in four small high schools in Wisconsin. Her findings were very similar in every respect to those of Doctor Tyler in Oakland. The pupils reported that 99 per cent of them had radios in their homes, and that they listened on an average of a little more than two hours a day. They preferred humor, dramatizations, and dance music.³

In an address delivered in Buffalo and in an article in March, 1935, Educational Method, Ben H. Darrow referred to a study made in the John Smart Junior High School in Fort Wayne, in which the 1,3000 children in the school listen to the radio two and one half hours a day, of which about fifteen minutes were given to listening to the Ohio School of the Air during school hours.⁴

²I. Keith Tyler, "The Listening Habits of Oakland (California) Pupils," The English Journal, 25:206-15, March, 1936.

³Sister Anne Catherine, "Students 'Air' Their Radio Habits," Discrimination, 1:1, June 7, 1937.

⁴Ben H. Darrow, "Can the School Teach Discrimination in Radio Listening?" Educational Method, 14:311-15, March, 1935, and "Keeping the School Up To Date," Radio Talk over WBEN, Buffalo, and the Red Network, October 10, 1935.

For, "English Journal, 25:206-15, March, 1936."

Darrow made a study⁵ in six states of the Union representing each section of the nation. Slightly in excess of one thousand children from the third grade through the ninth were included in the study. In giving the results of the study, the children of grades 7, 8, and 9 were grouped together. The children were asked to list the programs to which they listened regularly and to tell what they liked best in these programs. The girls of junior-high-school age liked music, humor, adventure, stories and plays, and news in the order given. The boys liked humor, adventure, music, plays and stories, and news in the order given.

In response to a request to indicate a first and second choice of program when a travelog, biographical dramalog, dramatization of books, history dramalog, and teaching of songs were available, the types of programs received the following ranking: biographical dramalog, teaching of songs, travelog, dramatization of books, history dramalogs.

A study,⁶ conducted by Dr. Wisenberg of Teachers College, Columbia, on motion pictures and radio, showed that

⁵Ben H. Darrow, "Children's Preferences in Radio Programs," Report of Study Made for the National Congress of Parents and Teachers, 1934-35.

⁶Richard James Hurley, "Movie and Radio--Friend and Foe," English Journal, 26:205-11, March, 1937.

children would rather listen to the radio than read. Those with high intelligence quotients liked narrative programs, humor, news, and semi-classical music. Those with low intelligence quotients wanted popular dance music, popular songs, and narratives that tend toward the emotional and sentimental.

The University of Wisconsin has been carrying on a study through the Wisconsin School of the Air, under the direction of H. B. McCarty,⁷ to determine the place of radio in the classroom and to devise methods for its most effective use. Various methods of presentation were tried in different subject fields. The effectiveness of lessons in music and nature study for the grades was tested. Tests will be made for the social studies in junior and senior high school. Various members of the university faculty cooperate in the broadcasts and in the study.

Bearing that these studies have on the present study.

The first study reviewed deals directly with the use of radio in secondary schools, and, though made earlier than the time included in the present study, should prove valuable for comparison. The other studies deal with the recre-

⁷Lester Ward Parker, "The Wisconsin Study of School Broadcasts," Education on the Air, (Ninth yearbook of the Institute for Education by Radio, Columbus: 1938).

ational use of radio rather than with its use as a tool in the classroom. Since training for the worthy use of leisure is one of the cardinal principles of secondary education, secondary schools should be concerned about an instrument which claims such a large share of the leisure time of high-school boys and girls. Although anything that the schools may be doing to meet this obligation may be considered only an indirect use of radio in the school, it has been included in this study because of its importance. These studies of the tastes and preferences of high-school children in the matter of recreational programs are related to this one in so far as they have been made by educators with a view to helping the school meet, at least in part, its obligations with regard to radio and the education of children.

CHAPTER III

USES OF RADIO

Communication. Communication was naturally the first use of radio as it was conceived. During the World War it was used solely for this purpose, chiefly for point-to-point communication. It is now the most effective means of one-way communication, particularly when a large number of people is to be reached as quickly as possible. In time of public calamity,¹ as flood, groups of workers are directed efficiently by radio and others are kept informed of the state of affairs. The Ohio Valley flood of January, 1936, and the European crises of the winter of 1938-39 are good examples of this. In cities police departments are directed by radio. Radio communication directs the air pilot in his flight and landing. Two-way and even three-way conversations have taken place between people in widely scattered regions of the world. Finally, in many of the newer and larger schools, radio is a means of communication through a public address system.

Entertainment. Entertainment was early introduced as

¹News item, "Radio and Catastrophe," Education by Radio, 6:4, April, 1936.

one of the uses of radio. Dr. Frank Conrad² of the Westinghouse laboratories sent out programs of phonograph music, talks, ball scores, and other material in the summer of 1920. In September of that year, newspaper advertisements told of picking up these programs in certain places and offered receiving sets for sale. Today entertainment, not always of the highest order, sometimes threatens to displace other uses of radio.

Advertising. Advertising, or a commercial use of radio, began in 1922 when WEAJ of New York broadcast a real estate company's advertisement.³ On New Year's Day, 1925, the first commercially sponsored program to be handled on a national basis was broadcast.⁴ This use of radio grew very rapidly. Because of certain abuses on the part of advertisers, there are many who believe that it is not sufficient that broadcasting companies be responsible to the Federal Radio Commission, but that broadcasting stations should be owned and operated by the government, as is the case in

²"KDKA and Seventeen Years of Broadcasting," Bulletin from KDKA, 1937.

³A. L. Ashby, "Ten Years of Network Broadcasting," An Address delivered before the Wilkesburg Automobile Club, Pittsburgh, Pa., 1936.

⁴Herman S. Hettinger, "Broadcasting in the United States," The Annals of the American Academy of Political and Social Science, 177:1-14, January, 1935.

many foreign countries.

Education. A fourth, and probably the most important, use of radio is as a means of education. The radio may be a medium⁵ through which the departments of the school may work together toward the education of the whole child. A public address system may serve not only as a means of communication within the school, but also as a means of self expression for the pupils. Radio programs from outside, in general, are planned to appeal to the mass of people, and this fact cannot be overlooked by any educator who realizes that life is lived and learned in places other than the classroom.⁶ On the other hand, from the beginning of radio broadcasting there were people with vision who believed that radio should be used as a direct means of education through specially designed programs. These might be for school children, presented by a master teacher, and used in schools under the leadership of the regular teacher, or programs of a distinctly educational character for general broadcasting.

An educational program⁷ is one which has been prepared

⁵Howard F. Shout, "Linking a School by Loud Speaker," Nation's Schools, 21:31-3, February, 1938.

⁶Edgar Dale, "Unlicensed Teachers," The News Letter, Vol. IV, No. 6, April, 1939.

⁷John J. DeBoer, "Radio and Children's Emotions," School and Society, 50:369-73, September 16, 1939.

from the point of view of the growth of the listener, for the benefit of the listener, rather than one which seeks to persuade a listener to do something or buy something for the benefit of the sponsor. Programs need not teach a specific subject, as the schools can do that. They must be artistically prepared and presented so that they may contribute to the enrichment of the children's experience background and make them better informed. The province of the radio program is the emotional life of the child. Programs must assist children to meet the problems arising out of social contacts and to develop the attitudes which are needed in the complex life of today.

In accordance with this idea, in 1921 WHA began regular daily broadcasts⁸ representing every department of the University of Wisconsin, and in 1922 organized and broadcast the first radio music appreciation course to be heard on the air. In 1923 Haaren High School⁹, New York, broadcast lessons in accountancy; Oakland broadcast lessons in several subjects and organized a training school for broadcasting and listening; the Little Red Schoolhouse programs

⁸Harold B. McCarty, "WHA, Wisconsin's Radio Pioneer, Twenty Years of Public Service Broadcasting," Bulletin from WHA.

⁹Ben H. Darrow, Radio the Assistant Teacher, (Columbus: R. G. Adams & Company, 1932).

were broadcast over WLS, Chicago, in 1924-25; KSAC broadcast a series of lessons for country schools in Kansas in 1925; and in 1926 Atlanta broadcast lessons in a wide variety of subjects. None of these series was continued very long because the time was not yet ripe for such a venture. Cleveland, under the leadership of Miss Alice Keith, began broadcasting a music appreciation course and compiled a textbook for the course. This was followed by courses in other subjects. Chicago returned to school broadcasts in 1926. In 1928 the Damrosch music appreciation lessons were launched by the National Broadcasting Company. The same fall the Ohio School of the Air was organized. The school year of 1930-31 saw the beginning of the American School of the Air. Numerous schools of the air have been inaugurated since that time. In the meantime, many radio stations,¹⁰ which had come into being at universities and colleges as laboratory equipment and which had been really educational stations, were taken over by commercial interests. In 1926, after the trend was well begun, 105 out of 537 licensed stations were owned by government agencies or educational institutions; in 1936 there were only about 30 stations institutionally operated although the total number

¹⁰Harold A. Engel, "Emergence of the Educational Stations," Education by Radio, 6:3, June, 1936.

of stations was larger than before.

A new development in educational radio came on January 26, 1938, when the Federal Communications Commission assigned twenty-five ultra-high frequencies to educational use.¹¹ No conditions are attached to these frequencies for experimental work. Because of the naturally limited range, the number of allocations throughout the country might be about 1,500. These broadcasts cannot be received on ordinary instruments as at present constructed. They are good for local educational uses but not for educational broadcasting in general.

¹¹ Harry A. Jager, "New Air-Ways to Learning," Education On the Air, (Ninth Yearbook of the Institute for Education by Radio, Columbus: 1938).

CHAPTER IV

EDUCATIONAL RADIO PROGRAMS AVAILABLE

Introduction. The purpose of this chapter is to present a picture of the possibilities of education by radio in the various subject-matter fields on the secondary level. A number of educational shows in each subject-matter field will be discussed in detail. Those chosen for discussion are in general some of the less known programs, because information on the more important network programs is easily available to anyone interested. Following the discussions, lists are made of all programs that could be found in the particular field. The sources from which these lists were compiled are as follows: the program listings of the networks; the weekly schedules in Radio Guide; the radio Calendar compiled by the American Association of School Administrators; the schedules of the American School of the Air, the Nation's School of the Air, Ohio School of the Air, WLS-School Time, the Rochester School of the Air, the Chicago Radio Council; and the programs broadcast by Indiana State Teachers College, Purdue University, and the University of Kentucky. Programs designed for use in the classrooms of elementary schools were omitted. Other programs of an educational nature, but not specially designed for school use, were included whether or not they occurred during school hours.

from the Radio Institute of the American Radio Relay League

All programs are listed according to the day and hour of their occurrence during the school year. All programs prepared for school use run only during the school year. Many other programs of an educational nature are either interrupted, or occur at a different hour during the summer months.

I. MUSIC

Place of music in broadcasting. Among all the offerings of radio, none receives so much attention as music. In addition to many programs which consist almost entirely of music, there is some music as part of practically every program. The radio¹ offers anyone who has access to an instrument more opportunities of hearing good music than riches and travel could command at the beginning of the century. The radio is doing for music what the printing press did for literature--making it available for everybody.

During the early days of radio, in spite of the fact that many saw in it a means of bringing culture to the masses of people, the critics² claimed that apart from being a valuable means of communication, the radio was only a means of entertainment for morons. The success of the programs of

¹Peter W. Dykema, "Music as Presented by the Radio," Brochure from the Radio Institute of the Audible Arts, 1935.

²Merrill Denison, "The Educational Program," Brochure from the Radio Institute of the Audible Arts, 1935.

the Metropolitan Opera and of symphony concerts finally proved that in music, at least, the radio has possibilities that must not be overlooked. Radio is now helping³ men to reclaim their birthright of music. In early times, music and most of the other arts were the prized possession of vigorous men of affairs.

Place of music in education. All children have something of the artist in them, which means that each one reaches out for some manifestation of beauty. This feeling for beauty must be nourished or it will die. Progressive educators, accordingly, give music an important place in the course of study.

There must be cooperation⁴ between home and school in the matter of music education. The music which the child hears at home over the radio should not be so different from what he hears at school that his standards become confused. To prevent this conflict requires adjustments on both sides.

Doctor Howard Hanson says⁵ that the public is now becoming acquainted with good music at a rate that would

³Peter W. Dykema, "Men and Radio Music," Brochure from the Radio Institute of the Audible Arts, 1935.

⁴Peter W. Dykema, "Radio Music for Boys and Girls," Brochure from the Radio Institute of the Audible Arts, 1935.

⁵Howard Hanson, "Music Everywhere," Etude, 53:84 and 118, February, 1935.

formerly have taken centuries. He says that every American home that pretends to culture should have a piano and a radio, and that the music teacher must impress upon others that now is the best time in history for the intelligent study of music.

Listening as an activity. Listening may be either passive or active. Both kinds of listening have their place and the modern habit seems to be to use radio music as a background for almost any kind of activity, though active listening is necessary for growth in musical appreciation.

The radio offers⁶ remarkable opportunities for training the ear to notice the fine points which might be missed in a concert hall, and for carrying on one's actual musical activities through playing some instrument along with the radio, through dancing, and through singing. Listening to radio music should not supplant all other musical activities. Musical paralysis may result from too much listening. Listening should be both a reward and a stimulus. There must be periods of silence. The right kind of radio music is a blessed thing, but silence is also blessed, and some silence is needed both before and after fine listening.

Alton O'Steen asks⁷ why time should be taken in a school

⁶Peter W. Dykema, "Women and Radio Music," Brochure from the Radio Institute of the Audible Arts, 1935.

⁷Alton O'Steen, "Why Listen to Music?" The News Letter, 4:1-3, February, 1939.

schedule that is already crowded with excursions, movie-making, vocational guidance, and integrated courses added to the old-line "subjects" for listening to music. He gives these reasons in answer:

First, listening to music is one of the major sources of aesthetic pleasure for a great many persons.

Second, our students need the relaxation which listening to music affords from the busy, often frantic activities of school life.

Third, many of the world's greatest masterpieces are in musical form. The curriculum can no more omit Beethoven than it can Shakespeare.

Fourth, intelligent listening to music is a skill which can be guided and taught. Intelligent listening is an active, not a passive, experience. It is very different from doing nothing.

Fifth, our students are now listening and later in life will listen to music much more than they will make it. Listening is one of several music activities, one which ought to be planned for and carefully directed in the schools.

Sixth, many students are confining their listening to a single type of music.

Radio programs of music. Outstanding among the music programs is the NBC Music Appreciation Hour conducted by Walter Danrosch. Doctor Danrosch believes⁸ that in defining the cultural status of a country one must consider the importance of its musicians as well as that of its poets,

⁸Walter Danrosch, "Music and the Radio," Annals of the American Academy of Political and Social Science, 177:91-3, January, 1935.

painters, and sculptors. His object in the series of instructions is not to teach theory of music, but to create a love for it and an intelligent appreciation of it. This program is an excellent example of what a master musician who loves children as well as music can do toward the musical education of the nation. The instructions are divided into four series for different grade levels, with Series C for junior high school and Series D for senior high school.

Another program deserving of special mention is "Music Makers," conducted by Doctor Joseph E. Maddy of the University of Michigan. On this program Doctor Maddy successfully gives lessons on wind and stringed instruments.

The American School of the Air has a lesson in music appreciation on Tuesday afternoon. The Columbia Broadcasting Company also has the following series weekly at varying times: "Everybody's Music," "Exploring Music," "Columbia Concert Hall," "Keyboard Concerts," and "The Story of the Song."

The following list of musical programs of an educational nature is not complete as a number of universities and local school systems broadcast music programs which have not been included here.

MUSIC

The time listed throughout is C.S.T.

Monday p.m.

1:00-- 1:15 Music In America--WLS--School Time
 1:30-- 1:45 Backgrounds of Back-country Ballads--WHAS
 University of Kentucky (Early fall)
 1:30-- 1:45 Jerome Kern--WHAS--University of Kentucky
 2:00-- 3:00 Curtis Institute of Music--CBS

Tuesday a.m.

9:45--10:00 Musical Spotlight--WBOW--TERRE HAUTE--
 Indiana State Teachers College
 11:45--12:15 Music Makers (Dr. Maddy)--NBC Red

Tuesday p.m.

1:30-- 2:00 Civic Orchestra--WHAM--Rochester
 1:30-- 2:00 Music of America--CBS--American School of
 Air
 2:15-- 2:45 United States Army Band--NBC Blue
 2:30-- 3:30 Cincinnati Symphony Children's Concerts--
 CBS (Once a month during winter months)
 4:15-- 4:45 Music for Fun--CBS

Wednesday p.m.

2:00-- 3:00 Indianapolis Symphony Orchestra--WIRE--
 Indiana University
 3:30-- 3:45 Music with the Masters--WBAA--Purdue

Thursday p.m.

1:30-- 1:45 Concert Miniatures--WHAS--University of
 Kentucky (Throughout the fall and early
 winter)
 1:30-- 2:00 Music in the Air--WHA--University of
 Wisconsin

Friday p.m.

1:00-- 2:00 Music Appreciation Hour--NBC--by Damrosch
 (First week in October to end of April)
 1:30-- 1:45 Moments with Famous Composers--WHAS--
 University of Kentucky (Fall and early
 winter)

1:30-- 1:45 Folk Music of the South--WHAS--University
of Kentucky (Late summer)
1:45-- 2:00 Music Appreciation Series--Indiana State
Teachers College--WBOW

Saturday a.m.

9:00--10:00 NBC Symphony Orchestra--NBC Blue
10:00--11:00 Cincinnati Conservatory of Music--CBS
10:00--11:30 The Young People's Concerts--CBS (Once a
month during winter months)
10:30--11:00 Eastman School of Music--NBC Red

Saturday p.m.

12:15-- 4:00 Metropolitan Opera--NBC Red

Sunday a.m.

9:30--10:00 Music and American Youth--NBC Red
10:30--11:00 The Southernaires--NBC Blue

Sunday p.m.

2:00-- 4:00 New York Philharmonic Orchestra--CBS
6:00-- 6:30 Bach Cantata Series--MBS

II. ENGLISH, DRAMA, and SPEECH

English. The radio can be used very effectively in teaching the various phases of English. According to Seerley Reid,⁹ the major objectives in teaching English to which radio can contribute are: (1) appreciative enjoyment of all types of literature; (2) developing discrimination and appraising technique; (3) develop with the pupils a purposeful

⁹Seerley Reid, "Radio and English Objective," Educational Method, 17:180-4, January, 1939.

interest in current social problems. F. H. Lumley¹⁰ says that radio can contribute to the teaching of English by illustrating various phases of instruction through presenting readings, plays, examples of speech; by helping the teacher cover a subject extensively; and by showing the teacher new or varied methods of teaching, permitting her to observe her pupils' reactions to these methods. On her part, the teacher can help the pupil realize what radio programs mean in terms of their literary and social values. The radio can also be a valuable help in teaching good pronunciation, not only through lessons broadcast for that purpose, but also through intelligent observation of those taking part in any of the educational programs.

The various schools of the air and many of the universities present programs dealing with pronunciation, diction, writing, and appreciation of literature.

An unusual program¹¹ is one presented by the Board of Education of New York City in cooperation with the WPA to teach English to the foreign born. A series of adult education programs is presented over thirteen local stations. Commercial and cultural subjects are also included in the

¹⁰F. H. Lumley, "The English Teacher and Radio Broadcasts," The High School Teacher, 10:24-5, January, 1934.

¹¹News item, Education by Radio, 7:53, November, 1937.

broadcasts. Students in English are supplied with free textbooks to guide them during the lessons and send their "home-work" in to the program headquarters by mail. These returned lessons provide an accurate measure of the number of students. Supplementing the broadcast is a staff of itinerant teachers who visit the pupils in their homes or places of employment.

Drama. Programs in dramatic form¹² rank second in frequency to music programs. Broadcasters, whether educational or commercial, seem to be agreed that ideas can best be conveyed when presented in dramatic form, but radio dramas cannot all be classified together for either praise or blame.

Throughout the ages, drama has been a vital and moving force in the life of a people, and has been recognized as an effective way of teaching. Drama entertains as it teaches, and the experiences of the characters become, in a manner, the personal experiences of the spectators. This vicarious experience makes an impression that teaching alone cannot make. Radio now brings this effective method of teaching within the reach of every teacher.

Besides the dramatic episodes presented in the teaching of science, social studies, health, and other subjects, there are a number of programs which present some of the immortal

¹²I. Keith Tyler, "Is Radio Drama Significant?" The News Letter, 4:1-4, December, 1938.

dramas of the past and the best of the modern dramas. Chief among these is the "Great Plays" series given by the National Broadcasting Company. Another example is furnished by the Junior League¹³ of Dayton, Ohio, which presents dramatizations of the classics being studied by the English classes in the thirteen high schools of the city. The program is presented as a sustaining feature of station WSMK which assumes all expenses of the broadcast. The school superintendent, the English teachers, and the radio station cooperate with the Junior League to produce the programs.

Speech. According to Waldo Abbot,¹⁴ no single course is more extensively taught by radio than that of speech. Speech departments in nearly all the universities have presented radio courses, and there are a number of commercial broadcasts, such as the one given by the Better Speech Institute of America.

¹³News item in Education by Radio, 7:32, July, 1937.

¹⁴Waldo Abbot, Handbook of Broadcasting, (New York: McGraw-Hill, 1937,) p. 249.

ENGLISH

The time listed throughout is C.S.T.

Monday p.m.

- 1:00-- 1:15 Can You Pronounce It?--WBAA--Purdue
1:00-- 1:30 Adventures in Reading--NBC Blue
2:45-- 3:00 Between the Bookends--NBC Blue (Monday
through Friday)

Tuesday p.m.

- 1:30-- 1:45 Creative Writing and Reading--WOSU--Ohio
School of the Air
1:30-- 1:45 Interviews with Kentucky Writers--WHAS--
University of Kentucky (Summer)
1:45-- 2:00 Chapters That Live--WHAS--University of
Kentucky
3:00-- 3:30 American Life and Books--WHA--University
of Wisconsin
3:45-- 4:00 Of Men and Books--CBS

Wednesday a.m.

- 9:15-- 9:30 Meet the Author--MBS--Nation's School of
the Air

Wednesday p.m.

- 2:00-- 2:30 Class in Stage and Radio Diction--WJR--
University of Michigan
2:15-- 2:30 This Week in Literature--WBAA--Purdue
3:00-- 3:15 Of Men and Books--CBS

Thursday a.m.

- 9:45--10:00 Authors Around the World--WBOW--Indiana
State Teachers College

Thursday p.m.

- 2:00-- 2:30 English as You Like It--WHA--University
of Wisconsin

Friday a.m.

- 11:00--11:15 Appreciation of Shakespeare--WBAA--Purdue

Friday p.m.

- 1:30-- 2:00 Lives Between the Lines--CBS--American
School of Air
1:45-- 2:00 Poetry of Other Nations--WHAS--University
of Kentucky (Summer)
3:00-- 3:30 Better Speech--WHA--University of
Wisconsin

Saturday p.m.

- 6:30-- 6:45 Lives of Great Men--NBC Red

Sunday p.m.

- 12:45-- 1:00 Poet's Gold--CBS

DRAMA

Monday p.m.

- 9:30--10:00 Columbia Workshop--CBS

Friday a.m.

- 11:00--11:15 Appreciation of Shakespeare--WBAA--Purdue

Friday p.m.

- 1:00-- 1:15 Introduction to the Drama--WBAA--Purdue
10:30--11:00 The Nation's Playhouse--MBS

Saturday p.m.

- 1:00-- 1:30 Radio Stage--WBAA--Purdue
9:00-- 9:30 Original Radio Plays--NBC Red

Sunday p.m.

- 12:00-- 1:00 Great Plays--NBC Blue
6:30-- 7:00 NBC Radio Guild--NBC--Blue
7:00-- 8:00 Mercury Theater--CBS

III. VOCATIONAL GUIDANCE

Radio as an aid in vocational guidance. In vocational guidance the radio can offer help that no other agency can offer. Vocational information acquired through a text book or any printed source lacks a personal interest which contact with people of various vocations can give. Comparatively few schools are so situated that they can give their students experience with a great variety of occupations either by visiting different kinds of occupational groups or by bringing in representatives of the professions, trades, and other groups to talk to the students. The ability of the radio to go any place and to transmit all kinds of sound makes it possible to incorporate the lives of the people.

Programs. The American School of the Air,¹⁵ at times, takes the microphone to different parts of the city to different industries and occupations, and there gives an actual picture of the work through description, through the sounds characteristic of the work, and through interviews with the workers. Secretary Ickes and members of the Department of the Interior have also reported on the function and activities of the department on some of these programs.

¹⁵Margaret Harrison, "Community Resources through Radio," Progressive Education, 3:197-9, March, 1939.

In Detroit a program, "Occupations on Parade," offers vocational information to junior- and senior-high-school pupils. Leaders in the various professional and industrial fields in the city give interviews, talks, or help in dramatic episodes to make more clear the needs and conditions of the occupational groups they represent.¹⁶

The Nation's School of the Air also broadcasts industries in the neighborhood of Cincinnati and presents activities from government departments in Washington. The University of Kentucky, through WHAS, presents a program, "Visiting Kentucky's Industries," in which visits are paid to a lumber industry, a newspaper publishing plant, a cigaret manufacturing plant, a coal mine, and a natural gas plant. In a program¹⁷ planned by WNYC, New York, a unit makes recordings of work and interviews at various municipal departments and agencies; then these are edited and broadcast.

Iowa State College broadcasts¹⁸ a series of vocational guidance programs on Mondays from 2:15 to 2:45, covering such subjects as "How Shall I Choose My Vocation?" "Which Vocations Are Uncrowded?" "Where Can I Get Vocational

¹⁶Kathleen N. Lardie, "Detroit's Plan for Educational Broadcasts," Education by Radio, 8:35-6, August, 1937.

¹⁷Margaret Harrison, op. cit.

¹⁸News item in Education by Radio, 8:33, November, 1939.

Training?" and "How Can I Get a Job?" in addition to discussing in detail each of the various vocations. Listeners are supplied with notebooks containing outlines to be filled in with information gained from listening to the broadcasts and also lists of references for further study.

Other programs having vocational guidance as an objective are : "So You Want To Be," interviews with well-known men and women by boy or girl of "teen" age seeking first steps in becoming successful aviators, lawyers, writers, test pilots, explorers, and the like; "Americans At Work," background description of occupations with "on the spot" interviews; "Stories of American Industry," produced by CBS in cooperation with the United States Department of Commerce; and "Parade of Progress," presenting stories of such industries as canning, glass bottles, packaging, and the like.

Programs dealing with such occupational subjects as commerce, home economics, industrial arts and the like are included in the following list.

VOCATIONAL GUIDANCE

Tuesday a.m.

9:00-- 9:15 Guideposts to Living--MBS--Nation's
School of the Air

Tuesday p.m.

1:15-- 1:30 Electrical Shop--WBAA--Purdue
2:00-- 2:15 Vocational Guidance--WBOW--Indiana State
Teachers College (March only)

Wednesday p.m.

1:15-- 1:30 I Want A Job--WBAA
 1:30-- 1:45 Your Own Tomorrow--WOSU--Ohio School of
 the Air
 1:30-- 1:45 Visiting Kentucky's Industries--WHAS
 4:15-- 4:30 So You Want To Be--CBS

Thursday a.m.

9:00-- 9:15 The Wheels Go Round--MBS--Nation's
 School of the Air

Thursday p.m.

1:45-- 2:00 Planning Your Career--WHAS (Summer)

Saturday a.m.

11:15--11:30 Women In The World of Tomorrow--WBBM

Saturday p.m.

5:45-- 6:00 Stories of American Industry--CBS
 6:00-- 6:30 Americans at Work--CBS

Other programs included in this list are "Get Ready for Tomorrow," by NBC; a Home Economics series, an Industrial Arts series, and a Commerce series broadcast by WBOW from Indiana State Teachers College, also, during March, a series featuring Mr. Elder, registrar, offering guidance to those seeking teaching as a profession.

IV. SOCIAL STUDIES

History. The story¹⁹ of the development of American civilization provides such an array of educative materials and dramatic episodes that it is a "natural" for radio. Radio dramatizations of historical events should be such as

¹⁹Norman Woelfel, "The Broadcasting of History," The News Letter, 4:1-3, May, 1939.

to stimulate thought on the part of both teacher and pupil. An example of such programs dealing with the history of a particular part of the country²⁰ is the "Sod Shanties and Saddles" series sponsored by the Bismark, North Dakota, public schools and broadcast on Sunday afternoons over station KFYZ. The scripts are written by teachers and presented by a cast of high-school students. The programs re-enact in dramatic form the past of ten settlements which played important parts in the development of North Dakota. Previous series sponsored by the Bismark schools were "Our Bismark Schools," dealing with various phases of modern education; and "Stories Out of North Dakota's Past," dramatized episodes in the growth of the state, from the days of the early fur traders to the achievement of statehood.

Current events. Radio,²¹ through news broadcasts and commentaries, especially from the scene of action in time of crisis or of any important event, has the ability to transport one to the scene of history as it is made. Thus it is possible to witness time marching on and, as a result, to have a better understanding of life as it is today.

²⁰ News item in The News Letter, 4:4, April, 1939.

²¹ Franklin Dunham, "The Obligation of Radio," address at Annual Meeting of the Department of Superintendents of the National Education Association, New Orleans, Louisiana. February 23, 1937.

Geography. Geography programs are usually presented in the form of travelogs. When well presented, these have the advantage of making the listener feel that he is actually present at the places described and becoming acquainted with the people.

Government. The Office of Education, Department of the Interior, Washington, D.C., sponsors and produces a number of programs to make the public better acquainted with the Constitution and with government as it affects the lives of all of us. Besides these, there is a number of open-forum-discussion programs which present news and contrasting views on government. The student who follows these programs acquires a clearer understanding of the workings of government than he would be likely to get otherwise.

Social problems. There is a number of programs dealing with the social problems which face us today. Tolerance, one of the greatest of these problems,²² was attacked during the year 1938-39 by the Office of Education, Department of the Interior, Washington, D.C., in the program, "Americans All--Immigrants All." Each program was recorded²³ and these

²² J. W. Studebaker, "Teaching Tolerance Major Problem in 1939," The Clearing House, 13:266-and 304, January, 1939.

²³ News item in The News Letter, 4:3, June, 1939.
The School Executive, 34:11-12, 1939.

recordings are now available for educational purposes only.

Outstanding programs. "America's Town Meeting of the Air" is especially noteworthy. This program does what a teacher can scarcely do, no matter how impartial he may try to be. It is believed²⁴ that the reasons for the increasing popularity of this program may be summed up as follows: (1) listeners hear all types of opinions on great public problems; (2) by using these programs with their varied opinions, the schools may avoid suspicion of partisanship on these questions; (3) outstanding spokesmen representing different points of view are brought together on the program; (4) the audience which is present at these broadcasts participate; (5) a wealth of material is presented on contemporary American problems for social-studies students.

Immediately after the "American Town Meeting of the Air," the "Terre Haute Town Meeting of the Air" is broadcast from the studio of Indiana State Teachers College through the facilities of WBOW. In this program, representative citizens of Terre Haute are invited to continue the discussion, making local applications. It is quite possible that similar programs are broadcast in other places, but no information was found concerning any, nor are any listed in

²⁴A. Northwood, Jr., "Integrating Radio and Education," The School Executive, 58:17 and 48, February, 1939.

Radio Guide. A related program, however, is conducted by NBC during the summer months. "University Town Meetings of the Air" are broadcast from the campuses of great universities taken in order from east to west across the country.

The "University of Chicago Round Table" program is another which is of exceptional merit. This program is conducted by the University of Chicago each Sunday. Some problem of national importance is discussed in round-table fashion by three men who are recognized authorities in the field of the problem. Advance notices of the subject to be discussed, the names of the men discussing it, and a list of suggested readings are sent each week to those requesting the service.

SOCIAL STUDIES

The time listed throughout is C.S.T.

Monday a.m.

9:00-- 9:15	Highlighting the Headlines--MBS
9:45--10:00	Get It Off your Chest--WBOW--Indiana State Teachers College
11:00--11:15	American Institutions--WBAA--Purdue

Monday p.m.

1:30-- 2:00	Frontiers of Democracy--CBS--American School of the Air
1:45-- 2:00	Stories of Prehistory of Kentucky--WHAS University of Kentucky (During summer)
1:45-- 2:00	History Repeats Itself--WHAS--University of Kentucky (Late summer)
7:00-- 7:30	Cavalcade of America--CBS
9:30--10:00	Brave New World--CBS (November 1, 1937 to April 25, 1938)

9:30--10:00 National Radio Forum--NBC Blue

Tuesday a.m.

9:15-- 9:30 Pioneer Pathways--MBS--Nation's School of Air

9:45--10:00 The Road West--WBOW--Indiana State Teachers College

Tuesday p.m.

1:00-- 1:15 Current Events--WLS--School Time

1:30-- 2:00 Following Congress--WHA--University of Wisconsin

4:00-- 4:15 Current Questions Before the Senate--CBS

4:30-- 4:45 Parade of Nations--WBAA--Purdue

9:45--10:00 American Viewpoints--CBS

Wednesday a.m.

9:30-- 9:45 Our World Today--WOSU--Ohio School of Air

Wednesday p.m.

1:30-- 1:45 Behind the Headlines--WHAS--University of Kentucky

1:30-- 2:00 This living World--CBS--American School of Air

Thursday a.m.

9:15-- 9:30 The Human Side of Uncle Sam--MBS--Nation's School of the Air

9:45--10:00 Social Studies--WBOW--Indiana State Teachers College

Thursday p.m.

1:00-- 1:30 Ideas That Came True--NBC Blue

1:45-- 2:00 Tales O'Troublesome--WHAS--University of Kentucky (Late summer)

1:45-- 2:00 Propaganda in the Contemporary World--WHAS--University of Kentucky

4:00-- 4:15 Current Questions Before the House--CBS

8:30-- 9:30 America's Town Meeting of the Air--NBC Blue

9:30--10:00 Terre Haute Town Meeting of the Air--WBOW Terre Haute

Instruction, 4

Friday p.m.

12:00--12:30 Women in the Making of America--NBC Blue
 12:30--12:45 News Today--WHAM--Rochester
 1:00-- 1:15 Roving the Globe--WLS--School Time
 1:30-- 2:00 Contemporary World Affairs--WHA--University of Wisconsin
 9:45--10:00 Story Behind the Headlines--NBC Red
 9:45--10:00 American Viewpoints--CBS

Saturday a.m.

11:45--12:00 What Can I Do?--WBBM

Saturday p.m.

12:15--12:30 Footnotes on the Headlines--WBAA--Purdue
 4:00-- 4:30 What Price America?--CBS
 4:15-- 5:00 Youth Meets Government--NBC Red
 6:30-- 6:45 Lives of Great Men--NBC Red

Sunday a.m.

10:15--10:30 The Reviewing Stand--MBS
 11:30--12:00 University of Chicago Round Table--NBC Red

Sunday p.m.

12:30--12:45 Europe Calling--International Broadcast by world leaders--CBS
 1:00-- 1:30 Americans All--Immigrants All--CBS
 (November 13, 1938 to May 7, 1939)
 6:00-- 6:30 The People's Platform--CBS
 9:30--10:00 Headlines and Bylines--CBS
 Know Your State Government--Raleigh, N.C.

V. SCIENCE

Radio as an aid in teaching science. One of the greatest deficiencies²⁵ in the study of science is the lack of

²⁵Louls M. Heil, "The Use of Radio Broadcasts in Science Instruction," Educational Method, 18:184-8, January, 1939.

discussion or consideration of the practical consequences of scientific discoveries and inventions. The radio can be of help here in dramatic episodes dealing with these considerations. Pupils also have very few opportunities to obtain direct experiences with the natural environment, and the radio programs from the Smithsonian Institute make use of exhibits as the background of historical interest to supply in a measure for this lack. Text books naturally lag behind several years with new developments and current problems. Programs such as "The March of Science" and "Science in the News" keep the pupil informed on these matters.

The program "Science on the March"²⁶ enables the American Association for the Advancement of Science to extend its services to a large number of people, whereas formerly it could serve only comparatively few. It is an experiment in mass education in the fields of pure and applied science. It represents science as an enthusiastic and joyful, yet sane and systematic, exploration of the universe about us and in us.

²⁶F. R. Moulton, "Science by Radio," Scientific Monthly, 47:546-8, December, 1938.

SCIENCE

The time listed throughout is C.S.T.

Monday p.m.

12:30--12:45 Science--WHAM--Rochester
 5:00-- 5:45 Science in the News--NBC Red
 6:45-- 7:00 Science on the March--NBC Blue

Tuesday p.m.

1:00-- 1:30 Science Everywhere--NBC Blue
 3:45-- 4:00 Scientific News Review--WBAA--Purdue

Wednesday p.m.

12:30--12:45 Science--WHAM--Rochester
 1:00-- 1:15 The World in Which We Live--WLS--School
 Time
 2:00-- 2:15 Exploration in Science Series--WBOW--
 Indiana State Teachers College

Thursday p.m.

1:30-- 2:00 New Horizons--CBS--American School of
 the Air
 1:45-- 2:00 Seeing Stars--WHAS--University of Ken-
 tucky (September and October)
 2:15-- 3:00 The World We Live In--WBAA--Purdue

Friday p.m.

1:45-- 2:00 What Do Scientists Do?--WHAS--University
 of Kentucky (Fall and early winter)
 4:15-- 4:30 Men Behind the Stars--CBS

Saturday a.m.

9:15-- 9:30 This Wonderful World--MBS

Saturday p.m.

1:00-- 1:30 Men Against Death--CBS
 5:15-- 5:30 Adventures in Science--CBS

Sunday a.m.

11:45--12:00 American Wild Life Institute--MBS
Our Living World--WKAR--Michigan State
College

VI. HEALTH AND SAFETY

Programs dealing with health and safety have been grouped together in this study. Besides those listed here, there is a number of such programs broadcast by local school systems and by city and county organizations over local stations.

The time listed throughout is Central Standard Time.

Monday a.m.

9:00-- 9:45 The Price We Pay--WOSU--Ohio School of Air

Monday p.m.

2:00-- 2:15 Safety Series--WBOW--Indiana State
Teachers College

Tuesday p.m.

3:00-- 3:15 Highways to Health--CBS

Wednesday p.m.

1:00-- 1:30 Your Health--NBC Blue
8:00-- 8:30 Men Against Death--CBS

Thursday p.m.

1:15-- 1:30 You and Your Health--WBAA

Saturday a.m.

9:00-- 9:30 No School Today--NBC Red

Abstracts of the Journal of Applied Psychology, 23: 2-48, February 1938

Sunday p.m.

2:00-- 2:30 Sunday Drivers--NBC Red

VII. ART

Art appreciation by radio. Some local school systems, notably Indianapolis,²⁷ give drawing lessons by radio for pupils in the elementary schools, and the work has been considered very successful. Beyond this level, art appreciation rather than personal accomplishment has been aimed at. The Department of Fine Arts of Ohio State University broadcast a series of twenty-four half-hour lectures on art appreciation, called "An Approach to Art," in the spring of 1938. These lectures were given on Tuesday and Thursday mornings and repeated by transcription on Wednesday and Friday nights. By request listeners could secure illustrations of all works of art discussed. Questionnaires were sent later, to those who wrote for the pamphlets, in order to determine listener reaction.²⁸

²⁷ Belle C. Scofield and Marie Stewart, "The Radio in Art Education," School Arts Magazine, 37:295-6, June, 1938.

²⁸ F. J. Roos and L. M. Heil, "Measuring the Listeners' Attitude Toward a Radio Art Appreciation Course," Journal of Applied Psychology, 23:75-85, February, 1939.

ART

Wednesday p.m.

1:00-- 1:15 Art Appreciation--WHAM--Rochester

Thursday p.m.

1:45-- 2:00 Exploring Art in Kentucky--WHAS--University of Kentucky (October and November)

Friday a.m.

9:45--10:00 Art Appreciation--WOSU--Ohio School of Air
Art as Life--NBC

VIII. AGRICULTURE

Radio and Agriculture. Radio helps the farmer keep abreast of the times by bringing him first-hand information about recent developments and experiments. Besides the National Farm and Home Hour, which is broadcast daily by NBC in cooperation with United States Department of Agriculture and various farm organizations, there are programs from most of the state universities and agricultural colleges. Most agricultural programs are directed to the farmer, rather than to pupils in the schools, but as the farmers of tomorrow are in the schools today these programs are of particular interest and value to pupils in agricultural communities.

²⁴R. F. Tugel, "The Effect of Radio on the
Language in the United States," *Language*
Journal, 1938-9, 14, 1939.

The time listed throughout is Central Standard Time.

Monday a.m.

9:45--10:00 Our Farming Community--WOSU--Ohio School
of Air
11:30--12:15 National Farm and Home Hour--NBC Blue
(Daily)

Monday p.m.

12:00--12:15 Agricultural Forum--WBAA--Purdue (Also
Friday)
12:30-- 1:00 Radio Garden Club--WOR (Also Friday)
1:00-- 1:10 Timely Agricultural Topics--WBOW--Indiana
State Teachers College
1:00-- 1:15 Engineering on the Farm--WHAS (First
Monday of month)
1:30-- 2:00 Backgrounds in Agriculture--WHA--Universi-
ty of Wisconsin

Wednesday p.m.

12:00--12:15 Farm Facts for Farm Folks--WBAA
12:30-- 1:00 Homemakers Forum--WOR
1:00-- 1:15 Doings of Kentucky Farm Folk--WHAS

Friday p.m.

1:00-- 1:15 What Farm Folk Are Asking--WHAS

IX. FOREIGN LANGUAGE

Foreign language by radio. There are not a great many stations which broadcast lessons in foreign languages. A survey²⁹ made in the early part of 1938 revealed twenty stations broadcasting such lessons at that time. Of these,

²⁹E. F. Engel, "The Broadcasting of Modern Foreign Language in the United States: Second Survey," Modern Language Journal, 22:626-8, May, 1938.

p. 3, November 20, 1938.

half were only once a week and most were on the elementary level.

There is a number of short wave programs daily from several foreign countries, carrying talks and discussions on a number of subjects, in the language of the country.

X. RELIGION

Radio and religion. Though the American people do not believe that the teaching of religion is within the province of the public schools, it is being considered here both because of its primary importance and because radio devotes a considerable part of its time to broadcasting religious programs. According to Waldo Abbot,³⁰ the average radio station devotes an average of one hour daily to such programs. The average was twenty-two quarter-hour periods per week, with the peak load between ten and twelve o'clock on Sundays. Nearly all denominations are sending forth sermons, services, and hymns.

There are at least two examples of broadcasts that are essentially instructional in character. One is a series given during the winter months by Rev. John Walde,³¹ pastor

³⁰Waldo Abbot, Handbook of Broadcasting, (New York, McGraw-Hill, 1937), p. 218.

³¹News item, Catholic Daily Tribune, Vol. 22, No. 5232, p. 3, November 26, 1935.

of Corpus Christi Church, Oklahoma City, over station KOMA. The other is a series given twice a week during the school year by Rev. Don H. Hughes of Tucson, Arizona, over station KVOA. The series, according to a letter from Father Hughes, is planned and broadcast especially for the children from the fourth grade through high school in the six parochial schools in the city of Tucson.

The programs in the following list are only some of those presented by large representative groups. There are besides many programs given over local stations by smaller groups.

The time listed throughout is Central Standard Time.

Sunday a.m.

9:00-- 9:30 The Radio Pulpit--NBC
9:00-- 9:30 Church of the Air--CBS

Sunday p.m.

12:00--12:30 Church of the Air--CBS
3:00-- 3:30 National Vespers--NBC
5:00-- 5:30 Catholic Hour

Saturday a.m.

11:30--11:45 Call to Youth--NBC

Saturday p.m.

5:45-- 6:00 Religion in the News--NBC
6:00-- 6:30 Message of Israel--NBC

XI. GENERAL

There is also a number of programs which are devoted to education in general rather than to any particular phase of it. Among these are the following:

The time listed throughout is Central Standard Time.

Monday and Wednesday p.m.

12:15--12:30 Let's Talk It Over--NBC Red

Wednesday p.m.

8:30-- 9:00 Wings for the Martins--NBC Blue

Friday p.m.

1:45-- 2:00 So--You Want to Take Pictures--WHAS
(December)

Sunday p.m.

3:30-- 4:00 The World Is Yours--NBC

According to the schedule of the National Radio
Radio Guild, Inc., the following programs are scheduled for 1938

CHAPTER V

HOW SECONDARY SCHOOLS USE RADIO

Introduction. This chapter will attempt to show the use that is made of radio in secondary schools. It will be developed in four parts as follows: (1) use made of programs broadcast during school hours; (2) use made of out-of-school programs; (3) teaching discrimination in leisure-time use of radio; (4) broadcasting within the schools.

I. USE MADE OF PROGRAMS BROADCAST DURING SCHOOL HOURS

American School of the Air. The programs of the American School of the Air are made up of the following: "Frontiers of Democracy," contemporary problems in our national life; "Music of America," music reflecting the cultural, social, and economic life of America; "This Living World," scenes and commentary from significant events in the world's news; "New Horizons," adventure and science from the halls of the American Museum of Natural History; "Lives Between the Lines," American literature in terms of the human implications of the literary work.

The programs of the American School of the Air¹ are

¹Sterling Fisher, "100,000 Classrooms Can't Be Wrong," Radio Guide, Vol. 8, No. 23, 10-11, March 4, 1939.

heard in some 100,000 classrooms by an estimated 3,000,000 children every day. These include all kinds of classes in all types of schools all over the country, and it would be impossible to say how many of them are secondary schools. Many of the programs are of special interest to high school pupils, and the Monday afternoon series are broadcast from the auditorium of a different New York City high school each week.

NBC Music Appreciation Hour. This popular program of music appreciation has millions of listeners. On February 10, 1939, during the program it was announced that nearly 7,000,000 children listen in.

A letter from Lawrence Abbott, Assistant to the Musical Counsel of NBC, states that information was received from a selected list of schools, representing a total of about 235,000 pupils who listen regularly to the NBC Music Appreciation Hour. Of these, about 118,000 children who belong mostly to grades 3, 4, 5, and 6 listen to Series A; about 85,000 children in grades 5, 6, 7, and 8 listen to Series B; about 21,000 in grades 7, 8, 9, and 10 listen to Series C; and about 11,000 in grades 8, 9, 10, 11, and 12 listen to Series D. Thus, only about 32,000, or approximately one-seventh of those included in this selected list, are of secondary-school level.

No. 15, p. 40, February 10, 1939.

Nation's School of the Air. The programs of the Nation's School of the Air² are broadcast daily from 9:00 to 9:30 in two periods, as follows: Monday, "Highlighting the Headlines," current events for junior and senior high schools, and "Backyard Adventures," nature lessons for elementary grades; Tuesday, "Guideposts to Living," vocational guidance for junior and senior high schools, and "Pioneer Pathways," stories of the coming of white culture to the Northwest; Wednesday, "Once Upon a Time," dramatized fairy-stories for primary grades, and "Meet the Author," different American authors discuss "A Slice of Life As I Have Found It;" Thursday, "The Wheels Go Round," radio visits to basic industries, alternates with "Famous Farmers," dramatizations dealing with vocational agriculture, and "The Human Side of Uncle Sam," broadcasts from the capital to show how government departments operate; Friday, "I Like Music," a series to awaken an interest in music among elementary-school children and foster enjoyment among students in the higher grades.

A letter from A. A. Radkey of WLW says that the Nation's School of the Air was broadcast over 57 stations of the Mutual Network, and fan mail indicated a listening

²"Listening to Learn" page, Radio Guide, Vol. 8, No. 18, p. 40, February 18, 1939.

audience of many thousands from coast to coast. There was no definite information available as to the number of secondary schools using the programs.

WLS School Time. During the second semester of 1938-39, the WLS programs were: "Stories of Great Music," "Current Events," "Little Lessons for Little Folks," "Forward America," a program built to emphasize the principles, ideals and personalities upon which the American democracy has been built, and "Once Upon a Time."

Mrs. Harriet Hester, director of WLS School Time, states in a letter that over 4,000 schools regularly use their programs. There is nothing to indicate how many of these may be secondary schools, but as some of the programs are planned for younger children, the actual number of secondary schools is doubtless considerably less than that quoted.

WBAA Purdue. Program Director of WBAA, Gilbert D. Williams, says in a letter that a series of programs is broadcast by Purdue specifically for Arsenal Technical High School of Indianapolis. The program is supposedly used regularly by that school.

Chicago Radio Council. According to a letter from Harold W. Kent, Director of the Chicago Radio Council, all

high school programs produced by the department for high schools are entirely for free-time listening. Class schedules present an insurmountable difficulty to school-time broadcasts for high schools.

The use of radio in Chicago Public Schools, according to a printed report,³ had its ups and downs until the infantile paralysis epidemic of September 1937 delayed the opening of the schools. Cooperation between schools, radio stations, and newspapers provided instruction for grades four through eight during the quarantine. Pupils were instructed to complete all work in connection with the radio lessons and present it to their teachers when school opened. As many as 70,000 children, slightly more than half of those available in the particular grades, listened and actually turned in work.

The result of this experience was the formation of the Radio Council, which plans and produces programs for the Chicago schools. A number of programs is produced during school time for the elementary grades, but all programs for the high schools are given during free time.

Cleveland. Since Cleveland's was the first school

³"Radio Education," Reprinted from the Annual Report of the Superintendent of Schools, Chicago, 1937-38.

system⁴ to be granted one of the ultra-high frequencies set aside by the Federal Communications Commission for educational purposes, it is of special interest to see what has been done there. Station WBOE is maintained and operated⁵ exclusively by the Cleveland Public Schools. This station is believed to be the first operated exclusively for educational purposes by a local school system.

The schedule for the second semester, published by WBOE, shows Thursday afternoon and part of Friday morning reserved for junior and senior-high-school programs, but gives no details as to subjects. The report which accompanied the schedule says that recordings would be made of the broadcasts for high schools to determine how far they could serve as a substitute for repetitions of a broadcast that would otherwise be necessary for those classes having a number of sections meeting at different periods in the same school. On the other hand, no particular difficulty was anticipated regarding the repetition of programs, since the station is school-operated. The use of public address systems then being installed in most Cleveland secondary

⁴News item in Education by Radio, 8:26, August-September, 1938.

⁵News item in The Clearing House, 13:243, December, 1938.

schools was also expected to provide a way of overcoming schedule obstacles, by repeating a given program a number of times by means of the recordings.

This year the Educational Museum for the Cleveland schools prepared 25,000 slides to be used in conjunction with the radio lessons.⁶

Michigan State College. R. J. Coleman, Director of WKAR of Michigan State College, says in a letter that the college broadcasts "Our Living World" definitely for high schools, but that no figures were available as to the actual number of schools using the series.

WHA Wisconsin. A letter from Harold A. Engel of WHA says that according to a survey made about two and a half years ago, about 70 high schools were using the Wisconsin College of the Air and the Wisconsin School of the Air.

Symphony Broadcast, Indiana University. S. T. Burns of the State Symphony Broadcast Service of Indiana University reported, in a letter, that the notes, sent out each week by request, to accompany the weekly broadcasts during the past winter were sent to 1,015 persons in 901

⁶H. M. Buckley, "Radio as a Teaching Technique," Phi Delta Kappan, 21:309--11, March, 1939.

schools of the state, distributed through 91 counties. This does not indicate that there were actually that many listening groups each week, though it is probably safe to judge that the large majority of the schools requesting the notes were secondary, as the broadcasts were too advanced for elementary schools.

Rochester. A report from the Department of Visual and Radio Education in Rochester, New York, shows that more than 50,000 boys and girls listen regularly to the Rochester school of the air. A letter from Paul C. Reeds, Director, says that practically all programs are planned for elementary school use. Some high-school classes may listen to a few of the programs, but they would represent only a small portion of the total listening audience. In this case again, class schedules are a barrier.

Dayton. The dramatizations⁷ of the Junior League, which were produced for the Dayton high schools, were used regularly by the thirteen high schools of the city.

When the Dayton public schools⁸ were closed last winter because of lack of funds, station WHIO of Dayton

⁷News item, "Dayton, Ohio, Utilizes Radio," The School Executive, 56:389, June, 1937.

⁸News item, "Listening to Learn" page, Radio Guide Weekly, Vol. 8, No. 9, p. 16, December 17, 1938.

volunteered radio time. The cooperation of various agencies and individuals was secured and four daily periods of instruction resulted. The results were so favorable that a permanent civic-radio educational committee was appointed.

Cranford, New Jersey. A letter from Ray A. Clement, Principal, Cranford (New Jersey) High School states that the school is equipped with complete radio set-up, but that it has been little used except from the public address set-up.

Central Ohio. The principals of twelve high schools in central Ohio⁹ were interviewed, in the spring of 1938, regarding the use they were making of radio in their schools. In all twelve cases the high school buildings were equipped with a centralized program-distribution system, but the number of programs used regularly ranged from one to seven per week. The average was two and one-fourth programs.

Los Angeles. In Los Angeles¹⁰ the emphasis in radio is placed on the junior- and senior-high-school level. A director of radio coordinates all activities through the

⁹R. R. Lowdermilk, "Conflicts in Schedules," The Ohio Radio Announcer, 3:1-8, May, 1938.

¹⁰C. C. Trillingham, "An Adventure in Radio," Phi Delta Kappan, 21:327-8, March, 1939.

central office of the Superintendent of the Los Angeles County Schools. A radio log is prepared and distributed semi-monthly to 900 teachers, administrators, librarians, and parent-teacher leaders in the county. The programs are listed by subject fields. More than 85% of those receiving the log requested to be kept on the mailing list. Four neighboring counties now receive the service. Three series of programs are produced locally, on the junior-high, senior-high-school, and adult level. A teachers' handbook¹¹ for classroom use of radio has also been prepared and distributed, and a library of recordings of outstanding broadcasts is being assembled.

Receiving sets in schools. According to the National Visual Education Directory,¹² there were 11,501 radio receiving sets in schools in the United States in 1936. The survey brought to light a rapid rate of growth in school consumption of radio programs, but did not distinguish between elementary and secondary schools.

¹¹News item, "School Use of Radio in the Los Angeles City Schools," American School Board Journal, 97:32, November, 1938.

¹²Cline M. Koon and Allen W. Noble, National Visual Education Directory, (Washington, D.C., American Council on Education, 1936).

II. USE MADE OF PROGRAMS BROADCAST DURING OUT-OF-SCHOOL HOURS

The listings of educational radio programs published by various agencies, such as the American Association of School Superintendents, include many programs which come during out-of-school hours. The National Broadcasting Company has a Listening Form¹³ in regular stock size for loose-leaf binders, on which pupils may make a report on a program assigned for home listening. The form contains directions and leading questions for perception, assimilation and memory retention. James Rowland Angell points out that, as a rule, the programs most effective for student listening are those that have been prepared for a wider audience than that of the classroom, although such programs as Damrosch's "NBC Music Appreciation Hour" prove that exceptions exist.

It is impossible to get definite information as to the extent to which schools make use of such programs. In the Mound Junior High School, Columbus, Ohio,¹⁴ credit is given in history and civics classes for well-written reports on approved programs. It is probable that some such practice is comparatively widespread among teachers, if not actually

¹³James Rowland Angell, "How Schools Can Use Radio," pamphlet from the National Broadcasting Company, p. 8.

¹⁴News item, The School Executive, p. 328, April, 1937.

adopted as a policy of the school.

I. Keith Tyler and R. R. Lowdermilk¹⁵ say that the enterprising teacher will make use of radio not only in the classroom, but also assign certain programs for home listening. In social-studies classes, news broadcasts should assume an important place. Many forums on the air present opposing views on many current problems with which students should make themselves familiar. Some schools have listening rooms to which pupils may go during free periods to listen to important programs. Tyler also says¹⁶ that many teachers are finding that practically every home has a radio and that radio is so important that it ought to be a regular part of education both in the classroom and as assigned homework.

The "Terre Haute Town Meeting of the Air"¹⁷ conducted by Indiana State Teachers College over WBOW, suggests a method of procedure for classrooms. This program follows

¹⁵I. Keith Tyler and R. R. Lowdermilk, "Radio as an Aid in Teaching," Radio Bulletin No. 13, Bureau of Educational Research, Ohio State University, Columbus, Ohio, 1937.

¹⁶I. Keith Tyler, "Radio as an Aid to Education," Broadcast in the "Our Ohio Schools" series over Stations WOSU, WHKC and WALR, February 12, 1938, 7:00-7:15 P.M.

¹⁷Clarence M. Morgan, "A Report of the Fifth Consecutive Year of Broadcasting by Indiana State Teachers College over WBOW," June, 1939.

Conference on Educational Broadcasting, November 22, 1939.

immediately upon "America's Town Meeting of the Air," and in it representative citizens of Terre Haute continue the discussion for thirty minutes, making local applications. A high-school class in social studies which had assigned "America's Town Meeting of the Air," "The University of Chicago Round Table," or another such program for homework, might profitably continue the discussion during class the next day, making local applications.

The programs of the Department of the Interior, Office of Education, Washington, which occur out of school time, are especially fine. In 1938¹⁸ these programs received all three awards from the Ninth Annual Institute for Education by Radio for outstanding radio dramatizations in the non-commercial class. A report by William Dow Boutwell¹⁹ in November 1937, said that up to that time more than 400,000 listeners had written in response to these programs and that less than 100 letters contained adverse criticism. At that time, 98 CBS stations were taking "Brave New World" and 62 NBC stations reported taking "The World is Yours."

¹⁸Bulletin from United States Department of the Interior, Office of Education, Washington, D. C., June 11, 1938.

¹⁹William Dow Boutwell, Address at the Second National Conference on Educational Broadcasting, Chicago, Ill., November 29, 1937.

III. TEACHING DISCRIMINATION IN SELECTION OF LEISURE-TIME PROGRAMS

Definition. Education²⁰ is not merely the acquisition of knowledge and skills, but growth in the power to discriminate, acquaintance with beauty, and a chance to live in the great world and be a part of it. This implies training for leisure-time activities as well as for those that are more serious. Surveys have shown that listening to radio claims a large part of the leisure of most people. Leisure need not always be spent seriously, and listening to the radio need not become a solemn affair. Gaiety is very precious and there is a good deal of amusing nonsense on the radio. It may be²¹ that otherwise solemn pedagogues approve, in secret, of lively and intelligent clowns. There is need for discrimination. According to Webster, to discriminate is "to separate by discerning differences; to distinguish."

Objectives. Objectives²² which can guide the work in

²⁰Lyman Bryson, "The Use of the Radio in Leisure Time," Brochure from the Radio Institute of the Audible Arts, 1935.

²¹Max J. Herzberg, "Radio and the English Teacher," Brochure issued by the National Association of Teachers of English, 1937.

²²I. Keith Tyler, "Developing Critical Listening," Phi Delta Kappan, 21:348-51, March, 1939.

in Radio Listening, Educational and Psychological, 1938.

radio discrimination are given by I. Keith Tyler, as follows: (1) that boys and girls become aware of the influence that radio is having on them; (2) develop skill in evaluating programs; (3) that the work be effective in the student's selection of programs in his leisure-time listening; (4) develop in students a feeling of leadership with regard to the whole problem of radio discrimination.

Criteria. Ben H. Darrow, in discussing the problem of teaching discrimination,²³ presents the following as criteria of acceptability for children's programs:

1. That they present normal situations (or make abnormality unattractive).
2. That they deal most often with worthy characters (or make wrong-doing unattractive).
3. That the results of both right-living and wrong-doing be presented thoroughly and dramatically.
4. That they contain informational, educational values worth acquisition by the child.

The Ohio State Department of Education has a mimeographed "Scorecard for Children's Programs" to help one in evaluating programs.

Methods. Mr. Darrow goes on to discuss children's choices and the most effective methods of teaching discrimination, and points out that the teacher must proceed with all the tact that she possesses. Good taste cannot be

²³Ben H. Darrow, "Can the School Teach Discrimination in Radio Listening?" Educational Method, 14:311-15, March, 1935.

forced upon anybody²⁴ but it can be cultivated.

Tyler believes that high school students should be encouraged to form their own standards.²⁵ They can find little help in this important matter, as newspapers and magazines do not carry critical reviews of programs comparable to reviews of books, plays, and films. He suggests that high school students publish critical reviews of radio programs in the school paper. Some of the things which should be considered in judging a program are: technical perfection, purpose, amount and type of advertising, ability of the radio performers, and honesty in representation. A study of radio programs could well be made a unit of the English course.

Many schools and school systems issue listings of educational programs, but there is little evidence in these listings of any attempt to guide pupils in their choice of recreational programs.

"Radio Programs News" is a weekly bulletin²⁶ published by the Mound Junior High School, Columbus, Ohio. This is

²⁴I. Keith Tyler, "Radio as an Aid to Education," Broadcast in the "Our Ohio Schools" series over stations WOSU, WHKC and WALR, February 12, 1938, 7:00-7:15 p. m.

²⁵I. Keith Tyler, "How to Judge a Radio Program," Scholastic, Vol. 27, No. 14, January 11, 1936.

²⁶News item, The School Executive, p. 328, April, 1937.

an attempt to develop a sense of discrimination in pupils.

A radio staff composed of juniors and seniors of Lash²⁷ High School, Zanesville, Ohio, publish a bi-weekly radio sheet called "Ether Waves."

IV. BROADCASTING PROJECTS IN SECONDARY SCHOOLS

There is evidence of increasing activity²⁸ on the part of schools and colleges in radio broadcasting. During the year and a half between July 1936 and January 1938, the Office of Education, Department of the Interior, Washington, had requests for more than 120,000 copies of educational radio scripts for presentation by schools and colleges over local stations or on public address systems.

The records show²⁹ that actually hundreds and probably thousands of schools and school systems have rushed into the nation's broadcasting studios; American education is on the Air. It can be good for American education or it can be otherwise.

School-produced radio programs which have been good for education are those in which the purposes of broadcasting

²⁷ News item, Education by Radio, 7:31, July, 1937.

²⁸ John W. Studebaker, "Possibilities of New Facilities for Educational Broadcasting in the United States," Bulletin from the United States Department of the Interior, Office of Education, Washington, D.C.

²⁹ Editorial, Phi Delta Kappan, 7:297-302, March, 1939.

were well defined, the script carefully prepared and the broadcasts expertly produced. It is a worthy purpose if the school system assumes a responsibility for broadcasting a radio program that will be a stimulating, educational, or cultural experience for the radio listener.

The broadcasting of a historical drama for supplementary use in classrooms, or the lively round-table discussion of current problems for the general audience, or the finished musical recital of adolescent artists are representative of this kind of broadcasts.

R. R. Lowdermilk has found³⁰ that high school pupils themselves are so eager to broadcast that they literally "take it away." Reports of pupil research or investigation may be dramatized, a script written by the class, and broadcast to the rest of the school. Pupil round-table discussions are often of interest to other class groups working on related topics. Certain programs originating in the auditorium may be broadcast to classrooms. In-school broadcasting of pupils' activity programs and school radio-drama has gained sufficient acceptance that radio-sound facilities must provide for these uses as well as for reception and distribution of broadcasts from outside.

³⁰ R. R. Lowdermilk, "Pupils 'Take it Away'," The School Executive, 57:397-9, May, 1938.

Utilizing a school's public address system³¹ for broadcasting by students may contribute many desirable outcomes. Preparation and presentation of student broadcasts can motivate the tools of instruction, reading, writing, and speech. It may also meet the general educational objectives. It may motivate good speech, the right manner of introducing a speaker, ability to trace the sources of materials, and acquiring of the habit of listening critically and of consulting the dictionary.

The remainder of the chapter will be devoted to a brief description of broadcasting projects by high schools in different parts of the country.

Wabash Valley High Schools. The Wabash Valley High School series of broadcasts³² has been conducted by Indiana State Teachers College for five years. During this series, forty-five high schools from southern Indiana, bringing in over two thousand high-school pupils, broadcast from the College studio in 1938-39.

³¹Elizabeth Goudy, "Pupil Broadcasts as Motivation," Clearing House, 13:349-51, February, 1939.

³²Clarence M. Morgan, "A Report of the Fifth Consecutive Year of Broadcasting by Indiana State Teachers College over WBOW," June, 1939.

Here, with a college-commercial station set-up,³³ student teachers, also, have a chance to work at the various phases of broadcasting from program research, writing and production to the actual presentation over the air.

Maine. In Maine³⁴ there has been a statewide program sponsored by the Department of Education of the State of Maine, as part of a publicity program, broadcast over the four stations of the Yankee Network in Maine. These broadcasts originate in the auditoriums of the various high schools and are presented before audiences in every case.

Newton, Massachusetts. Haydn S. Pearson, Principal of the Bigelow Junior High School of Newton, reported³⁵ that radio appearances of pupils in his school offered a chance for correlation of activities in the various departments of the school.

Cranford, New Jersey. In the Cranford High School, according to a letter from Ray A. Clement, Principal, the radio is little used for programs from the outside, but the

³³News item, "Listening to Learn" page of Radio Guide, Vol. 8, No. 23, p. 18, March 25, 1939.

³⁴News item, Education by Radio, 9:16, April, 1939.

³⁵Haydn S. Pearson, "Education for Radio, Radio for Education," Junior Senior High School Clearing House, 10:400-1, March, 1936.

public address system in the building is used considerably. English classes sometimes broadcast a one act play or skit; certain musical programs are broadcast from the auditorium stage or from the Music Room by the high school orchestra to various rooms in the building.

Oak Lane, Pennsylvania. During the spring of 1938, the Oak Lane Country Day School³⁶ broadcast a series of fifteen student discussion programs, in which a member of the faculty discussed some current problem with students chosen from grades 10, 11, and 12. The material for discussion was collected as a class project and discussed in several meetings, then eight students were chosen by the teacher for the weekly discussion on the radio. The community showed sufficient interest to guarantee the continuance of the broadcasts.

Cleveland. High school pupils in Cleveland have been broadcasting for several years. Cleveland teachers have found³⁷ the most satisfactory material for a beginning radio course to be the customary exercises for development of voice, with entire emphasis on voice. Prose readings, not

³⁶Boyd Wolff, "The Fourth 'R'," Clearing House, 13:487-92, April, 1939.

³⁷William A. D. Millson, "Using Radio as a Teaching Tool in the High School," Quarterly Journal of Speech, 25:279-81, April, 1939.

broadcast, are best for achieving spontaneity and naturalness. In the second semester pupils may read announcements broadcast to the entire school and some broadcasts of radio dramatizations.

They find that the values of such a course are: (1) greater motivation of the child; (2) more rapid formation of good standards of voice; (3) closer approximation of good conversational speech of normal life. The microphone unit has proven a desirable teaching device for the course in voice.

Zanesville, Ohio. Lash High School³⁸ of Zanesville, has a radio staff composed of juniors and seniors who prepare and produce an average of twelve fifteen-minute programs each week. Robert C. Horn, a member of the faculty, directs the pupils in their broadcasting activities.

Detroit. High schools have been slow to follow the lead of colleges and vocational schools in offering radio courses. During the school year 1938-39, Detroit Western High School made a new departure³⁹ by including a unit on radio in several subject fields and by offering a course in radio and

³⁸News item, Education by Radio, 7:31, July, 1937.

³⁹Arthur Stenius, "Radio Units and Courses in High School," Educational Method, 18:171-6, January, 1939. "Broadcasts." Education by Radio, 7:31, August, 1937.

motion pictures. The units included in the subject fields were of an appreciational or critical nature. The course, which was open to only a limited number of twelfth-year students because it was in the experimental stage this year, was academic in nature and covered all phases of both radio and motion pictures.

Detroit⁴⁰ also has radio units established in each high school and junior high school in the city. These units are, for the most part, extracurricular and open to all students interested in radio projects. A member of the Advisory Committee on Visual and Radio Education of the Detroit Board of Education directs the activities of the units. Some units have been very active in presenting school programs over public address systems, and the units have an opportunity to appear once a semester on all "Public School Talent" program. This program alternates music and drama, and serves to interpret the schools to the community, because the music is a direct outgrowth of classroom work, and the drama programs are selected by students from classics studied in the English classes.

Wisconsin. A letter from Harold A. Engel, Director of Public Relations of the University of Wisconsin, states that

⁴⁰Kathleen N. Lardie, "Detroit's Plans for Educational Broadcasts," Education by Radio, Vol. 7, No. 8, pp. 35-6, August, 1937.

quite frequently high school groups broadcast over the state-owned stations in Wisconsin. Some do dramatic, music, forensic, and other types of programs representative of their work. At times high schools take charge of the community programs. A number of high schools in the state also broadcast over local stations.

Minneapolis. In the Washburn High School⁴¹ of Minneapolis, radio workshop is a four to six weeks unit in an elective course for seniors, called "Modern Drama." The workshop deals directly with the components of English, writing and speaking, and is intended as a direct approach to the problem of radio listening, which has become such an important factor today.

Olympia and Centralia, Washington. The debating team⁴² in each of these schools debated before the assembly of its own school, in its own auditorium, and heard each other's arguments by radio. Stations KGY in Olympia and KELA in Centralia were linked together to carry both sides of the debate which was passed on to the listening audiences of both.

⁴¹Ruth Nethercott and Donald E. Bird, "The High School Radio Workshop," Educational Method, 18:176-9, January, 1939.

⁴²News item, "High School Debating Became Air-minded," School Life, 24:190, March, 1939.

stations as well. The intricate switching necessary to handle the debate was carried out without a hitch. Managers of the two stations reported excellent listener response and plans are under way for further debates to be staged in a similar way between high-school teams in cities where radio stations are in operation.

Los Angeles. The "Discovering Our Schools" series is "a program of the pupils, by the pupils, and for the pupils."⁴³ Twenty programs were planned in which fifteen high schools in the city were to participate. Pupils also prepare and present broadcasts over the school public address systems.

Fort Wayne. During the school year⁴⁴ of 1938-39, Fort Wayne high-school students broadcast under the direction of Gretchen Smith, director of physical education. Fifty programs were prepared and presented in a number of subject fields, such as vocational guidance, literature, science, music, social science, health, speech, safety, and art appreciation. Each program was preceded by a great deal of student activity, and 350 pupils in all took part. Students

⁴³C. C. Trillingham, "An Adventure in Radio," Phi Delta Kappan, 21:327-8, March, 1939.

⁴⁴Gordon Studebaker, "Promoting School Broadcasts," School Life, 24:52-54, November, 1938.

later expressed appreciation of the insight given them of the work involved in program production, and gratitude for the training they had received.

Springfield. In Springfield⁴⁵ a radio workshop was organized and sponsored by the school system. More than 200 pupils took part directly in preparation and production of programs during the school year 1937-38. Workshop members are from the three city high schools. The aims of the workshop are to acquaint the public with the work of the schools, to give students practice in the technique of broadcasting, to arouse interest in better speech, and to encourage an appreciation of good educational radio programs.

Lewiston, Idaho. The senior-high-school pupils⁴⁶ of Lewiston, have been broadcasting for several years. Five thirty-minute programs are presented each week. A "planning staff" of thirteen forensic members, under the guidance of Miss Lola Berry, is responsible for all broadcasts. The work is carried on with a double purpose, which results seem to show that they are accomplishing: to give interested students practical experience, and to take the schools into the homes.

⁴⁵ibid.

⁴⁶ibid.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. Though it is true that the teacher is still the most important part of teaching,¹ and that radio has not fulfilled the hasty prophecies of early enthusiasts that it would take the place of the teacher, it is also true that radio offers the teacher aid in enriching, stimulating, and supplementing² instruction. As it is the greatest work of the great teacher³ to help the student distinguish between a world full of facts, many of which are relatively unimportant for a given individual, the radio voice is not a substitute for the student's personal contact with the teacher.

The further one proceeds from "here and now,"⁴ the more difficult is it to provide experience which will help the

¹Florence Hale, "The Radio as an Agency for Enriching Rural Life," National Education Association Addresses and Proceedings, Vol. 72, 1934, p. 458.

²I. Keith Tyler, "The Use of Radio in the Classroom," Education on the Air, Seventh yearbook of the Institute for Education by Radio, 1936, pp. 240-250.

³William S. Paley, "Many Listen to Learn," Junior Senior High School Clearing House, 10:390-1, March, 1936.

⁴Floyd E. Brooker, "Neglected Areas of Curriculum Implementation," Educational Record, 20:241-55, April, 1939.

Radio Record, pp. 10-1, May, 1939.

pupil visualize the past more vividly. Radio transcriptions of past events, such as the inauguration of a president, have a special place here.

Schools,⁵ according to A. G. Crane, are using radio as an assistant teacher more than is generally known. Radio is the teacher's assistant⁶ in stimulating the minds of the young, and in helping them bridge the gap between the world of text-books and the world in which they live. Great educational organizations help in the planning and production of many educational programs; e.g., in the programs of the American School of the Air, the National Education Association cooperates with the Columbia Broadcasting System on two programs; the Progressive Education Association on one program; and three agencies, namely the Association for Arts in Childhood, the National Association of Teachers of English, and the American Library Association, on another program.

As was shown in Chapter IV, there is a wealth of educational material of secondary-school level available during school hours. Radio is also widely recognized as an aid to education, and over four hundred great city school systems

⁵A. G. Crane, "The Use of Radio in Schools," The School Executive, 56:253-5, March, 1937.

⁶Sterling Fisher, "100,000 Classrooms Can't Be Wrong," Radio Guide, pp. 10-1, May 4, 1939.

have installed radios in their classrooms and auditoriums⁷ so that the pupils can listen to radio education during the week. In spite of this, high schools do not make very extensive use of educational programs broadcast during school hours.

There are several reasons, which present themselves as almost insurmountable obstacles, for this seeming indifference. The chief difficulty is in the matter of scheduling. The departmental basis⁸ in high school, necessitating several divisions of the same class at different periods of the day, is largely responsible for trouble with the schedule. In many cases, too, the end of a class period may come in the middle of a broadcast, and while smaller schools might lengthen a given period in order to hear the remainder of the broadcast, in larger schools it would be a cause of much confusion to do so. Another objection, which is not so serious, is that the order of treating various topics varies greatly in different schools, and a given broadcast may be a preview or a review rather than coincide with the work of the class. Radio could never be used as uniformly in this country as is done in foreign countries. School programs on a national

⁷ibid.

⁸Cline M. Koon, "The Radio in the High School," The School Executive, 55:176-78, January, 1936.

basis could not⁹ be developed here as is done in those countries, because of different time belts and because each state is an autonomous unit educationally.

As a way of solving the schedule difficulties, the Columbia Broadcasting System¹⁰ encourages its stations in the mountain-time zone to make recordings of the American School of the Air programs, because they come during the noon hour, and rebroadcast at a time more convenient for both the schools and the radio station. Some of the stations of the National Broadcasting Company are likewise recording and giving later some of the network school broadcasts which come at an inopportune time.

Recommendations. Radio is not the final end of classroom instruction and is only a part of the teaching situation.¹¹ It has contribution to make to the seven "Cardinal Principles." A program may contribute to activities and studies already going on, stimulate new interests, serve as a source of material for practice or drill, or serve for recreation or pleasure. Whether or not radio succeeds in

⁹Levering Tyson, "Education for Large Groups by Radio," Education by Radio, 5:15, March 28, 1935.

¹⁰News item, The News Letter, Vol. 4, No. 4, pp. 2 & 4, February, 1939.

¹¹Margaret Harrison, Radio in the Classroom, (New York: Prentice-Hall Inc., 1937.)

fulfilling these objectives depends on how it is used.

Educators can help to make radio service to schools more effective¹² by offering constructive criticism of existing programs and by stating needs and preferences in regard to subject matter, treatment, and schedules. Making better use of school broadcasts, encouraging out-of-school listening, and establishing vocational courses pertaining to broadcasting, are other ways in which educators can cooperate with broadcasters.

In preparing educational programs, the educator¹³ must first of all solve the problem of how to make his material interesting and how to deliver it in an interesting way. What Franklin Dunham says of people in general is applicable to school children as well. People¹⁴ rather resent an attempt to take them in hand and educate them, but if an educator takes advantage of their natural interests or arouses interest, people will listen, and in listening become a little more educated, much to their own satisfaction.

¹²Ernest La Prade, "Radio and the Secondary Schools," National Education Association Addresses and Proceedings, 75:329-30, 1937.

¹³Merrill Denison, "The Educational Program," Brochure from the Radio Institute of the Audible Arts, New York. 1935.

¹⁴Franklin Dunham, "The Obligation of Radio," Address at the Annual Meeting of the Department of Superintendents of the National Education Association, New Orleans, Louisiana, February 23, 1937.

Ordinary classroom procedures¹⁵ cannot be used on the radio. Art for art's sake, and learning for the sake of learning have little appeal, but the application of these to living does appeal.

There is a mutual obligation¹⁶ between broadcasters and educators to provide and use good educational programs. Radio curriculums and instruction should be brought under a wise and systematic supervision. In providing facilities for radio reception, Boyd F. Baldwin says that it should be borne in mind that radio's utility is six times its cost.

Finally in regard to the manner of using programs, a number of recommendations are frequently made. Most writers on the subject insist on three things: (1) careful advance preparation; (2) organization of the class as a listening unit; (3) follow-up discussion or other activity. Among other specific suggestions for the successful use of programs are these published by the National Congress of Parents and Teachers:¹⁷

¹⁵William S. Paley, "Radio and the Humanities," The Annals of the American Academy of Political and Social Science, 177:94-104, January, 1935.

¹⁶Boyd F. Baldwin, "Radio as a Teaching Tool," Nation's Schools, 21:40-2, January, 1938.

¹⁷"Radio a Powerful Ally," pamphlet published by the National Congress of Parents and Teachers, Washington, D.C., 1934.

1. Provide satisfactory radio equipment.
2. Listen in small groups, preferably in classrooms.
3. Allow each class to listen only to the features intended for them. Insist on close attention--always.
4. Study the lesson material provided--interest the class in the course as a whole.
5. Develop their interest in every broadcast--provide necessary ground work--prepare.
6. Learn how to receive three types of broadcasts with their varying requirements: (a) Motor Activities--Allow children to follow directions of the microphone teacher as in rhythmic, learn to sing, etc.; (b) Visual Activities--Center the eye attention of pupils on maps, drawings, outlines, or objects under discussion, in all other subjects except dramatizations and stories; (c) Imaginative Activities--Pull shades and close the eyes in case of stories or dramatizations in which the imagination should form the picture undisturbed by the outside world.
7. Treat radio-received information the same as all other--include it in tests, examinations, etc.
8. Provide retention by discussion of broadcasts, keeping notebooks, projects, etc.
9. Foster home discussion of broadcasts heard by both home and school.
10. Give every possible suggestion for the improvement of the broadcasts.

The Ohio School of the Air¹⁸ offers practically the same suggestions for the use of programs. The Wisconsin School of the Air¹⁹ also offers suggestions which are substantially the same, together with these:

Effective school broadcasting requires a personality at both ends, in the classroom as well as at the microphone. The skill of the teacher in using the program is just as important as that of the broadcaster in

¹⁸"The Ohio School of the Air," WOSU Program Bulletin, 1938-39.

¹⁹"The Wisconsin School of the Air" Program Schedule, February to June, 1938.

presenting it. Don't make radio a chore for yourself or your pupils! Listening should be a pleasure. Don't spoil it by too much formality and tiring routine.

Conclusions. A great number of programs suitable for the secondary-school level are offered during the school day. High schools do not make very extensive use of these programs, chiefly owing to scheduling difficulties. Recordings of educational programs are being experimented with in places to find out to what extent they might help overcome this difficulty.

Besides programs designed especially for schools, there are a great many of an educational nature broadcast out of school hours, which might be assigned for listening at home and report in class. Since this use of programs depends so much on the individual teacher, it is impossible to get a true picture of the extent to which such programs are thus used. The impression gathered from most magazine articles on the educational use of radio would indicate that they are widely used, though not always consistently and systematically.

In the matter of teaching the critical appraisal of programs, there seems to be an awareness on the part of teachers in general of the real need for such teaching. Where this need is felt, it may be assumed that something is being done about it, whether or not it is a required part of

the course of study. Many teachers are making this teaching a unit of an English class.

High schools have taken rather eagerly to broadcasting. Those equipped with public address systems broadcast to other rooms within the school. Those in cities having broadcasting stations broadcast a program or a series of programs over the local station. Educators working with these broadcasting projects feel justified by the results obtained. The most commonly mentioned benefit is the motivation of pupils to do their best work. School spirit and school pride, better speech, research in literature and social studies, a greater appreciation of literature and of the mechanics of speech are frequently mentioned as good results of these broadcasting projects.

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APPENDIX

It is the policy of the United States Government to provide for the education of all children, regardless of race, color, or social class. This policy is based on the belief that education is the best way to improve the lives of all people and to create a more just and equitable society. The United States Government is committed to this policy and will continue to work to ensure that all children have access to a quality education.

United States Government

(signed) _____

DIOCESE OF TUCSON
CHANCERY OFFICE

182 SOUTH STONE AVENUE
TUCSON, ARIZONA
July, 18, 1938

Dear Sister Mary Madonna:

In September 1937 I was asked to teach religious doctrine in several of the Catholic schools in Tucson. My work as Chancellor would not allow the necessary time. I had been conducting a Catholic Hour on the radio for some time and the idea struck me that I could use the radio and teach in all of the schools. I appealed to station KVOA for two fifteen minute periods per week to broadcast directly into each classroom in the Catholic schools. We had about 800 children who would profit by such an arrangement. They gladly donated the time.

Our broadcasts began. Not only the children but the adults as well began to write in to the station expressing their appreciation for the broadcasts. I have a letter now from KVOA requesting me to continue these broadcasts for 1938-39. The material covered was from the beginning of creation to and including the Life of Christ. The first half I gave questions for the children to answer immediately after the broadcast. The second half I used the last four minutes for a children's question box. The Sisters cooperated in every way possible and from them there is no question as to the use of such teaching via radio. I aimed to use words which any fifth grader could easily understand. Our children who took the radio lessons included the fourth grades thru High school. I thought it might be a novelty which would soon wear off but when I closed the season I found the enthusiasm just as vivid as in the beginning. The children are all looking forward to the next season of THE CATHOLIC RADIO CLUB.

It may interest you to know that the Ave Maria Hour is planning to produce a number of recordings teaching religion via recording to be played in the classroom. They have some of my manuscripts. I visited all the rooms in December and asked various questions about broadcasts of October to see if the children remembered. They surely did retain much more than I had expected. In conclusion I believe that there is a great field in teaching via radio if our leaders will but make use of the facilities at their disposal.

Sincerely yours in Christ,

(signed) Rev. Don H. Hughes

NATIONAL BROADCASTING COMPANY, INC.
A Radio Corporation of America Service
RCA BUILDING RADIO CITY
NEW YORK, N. Y.

August 9, 1939

The Reverend Sister Madonna
St. Joseph's Academy
Tipton
Indiana

Dear Sister Madonna:

Mr. Franklin Dunham has referred to me your inquiry regarding the schools which make use of the NBC Music Appreciation Hour. We have no precise way of ascertaining how many schools tune in on this course, but we estimate the number to be about 50,000 or 60,000.

According to information received from a selected list of schools which represent a total of about 235,000 pupils who listen regularly to the NBC Music Appreciation Hour, about 118,000 follow Series A, 11,000 follow Series B, about 21,000 follow Series C and about 11,000 follow Series D. Most of the Series A listeners belong to the 3d, 4th, 5th and 6th grades; most of Series B listeners belong to the 5th, 6th, 7th and 8th grades; most of the Series C listeners belong to the 7th, 8th, 9th and 10th grades; and most of the Series D listeners belong to the 8th, 9th, 10th, 11th and 12th grades.

Yours very sincerely

(signed) Lawrence Abbott
Assistant to the Musical
Counsel

THE NATION'S STATION

WLW

Cincinnati

July 20, 1939

Sister M. Madonna
St. Joseph's Academy
Tipton, Indiana

Dear Sister Madonna,

This office did not conduct during the past radio school year a survey capable of yielding information of the nature you request, nor has data from the fan mail yet been summarized. We can supply you at this time with no more definite information than the statement that the Nation's School of the Air was broadcast last year over fifty-seven stations of the Mutual Network and fan mail indicated a listening audience of many thousands from coast to coast.

Very truly yours,

(signed) Arthur A. Radkey
Education Dept.

WLS The Prairie Farmer Station
Chicago, Ill.
August 4, 1939

Sister Madonna
St. Joseph's Academy
Tipton, Indiana

Dear Sister Madonna:

We are pleased to tell you that there are more than 4,000 schools now using the WLS School Time programs regularly. We are enclosing copies of last year's schedule and teacher manuals for the second semester which will indicate to you the manner in which these materials are actually used in the classroom.

With all best regards, I remain,

Sincerely,

(signed) Harriet H. Hester
Educational Director

PURDUE UNIVERSITY

Lafayette, Indiana
RADIO STATION WBAA
890 Kilocycles 10000 Watts

August 8, 1938

Sister M. Madonna
St. Anthony's Hospital
Terre Haute, Indiana

Dear Sister Madonna:

We do not have our program for the coming semester arranged in detail as yet but I am enclosing several past schedules and programs with the hope that they may be of some service to you in understanding our policies here at Purdue.

For the past several years we have been arranging programs specifically for the grade schools in Lafayette as well as specifically for Arsenal Technical Schools of Indianapolis. These are all scheduled in cooperation with teachers at these various schools and we try, as much as possible, to set up programs that will fulfill a definite need in their teaching work. It is our hope that during the coming school year we can make our listening audience for our school programs more general, drawing from schools all over the state.

If there is any program which you would care to know about specifically in these schedules, I should be glad to hear from you again.

Sincerely,

(signed) Gilbert D. Williams
Program Director
WBAA

Herbert W. Williams
Director
Radio Station

BOARD OF EDUCATION
CITY OF CHICAGO

July 18, 1939

Sister Madonna
St. Joseph's Academy
Tipton, Indiana

Dear Sister Madonna:

Under separate cover, I am sending some material which may prove useful for your thesis material. This includes a Program Bulletin, a copy of which is sent to each of our schools each school week during the year, listing recommended sustaining programs for school-time and free-time listening. You will notice that the Radio Council programs are boxed, and that the high-school programs produced by our department are prepared entirely for free-time listening, since we have not found it possible up to the present time to adjust our schedule to that of the high schools.

A brief description of the history of radio in education in the Chicago Public Schools may be found in Carroll Atkinson's book, DEVELOPMENT OF RADIO EDUCATION POLICIES IN AMERICAN PUBLIC SCHOOL SYSTEMS.

We will send you, at your request, a copy of The Radio Workshop--a publication prepared for the high school teacher who is interested in developing a workshop in her own groups in the high school, or in developing various phases of it by integrating that with her English curriculum. To cover the cost of postage and material, we must ask that you include ten cents with your request.

I should be very happy to answer any further question you may have about the work in Chicago.

Very truly yours,

Harold W. Kent (signed)
Director
Radio Council

MICHIGAN STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE
EAST LANSING

August 11, 1938

Sister M. Madonna
St. Anthony's Hospital
Terre Haute, Indiana

Dear Sister Madonna:

We have only one program which is definitely planned for school use. This is a course in biology for high schools which is designed to broaden the horizon for the students by presenting talks on the general theme "Our Living World" by members of the Department of Zoology, Botany, Physiology, Entomology, and Bacteriology. A lesson outline is prepared for use in the schools and is mailed to the schools participating. We have no figures as to the actual number following this series last year.

WKAR being an educational station does have many educational programs throughout the day. We are mailing to you a file of all printed programs for the school year which will, we hope, give you an indication of the scope of our broadcasts.

We trust that this is the information that you desire, and we are very happy to be of service to you.

Very truly yours,

(signed) R. J. Coleman
Director, WKAR

WHA Wisconsin State Station

Radio Hall-University of Wisconsin-Madison

July 25, 1938

Sister M. Madonna
St. Anthony's Hospital
Terre Haute, Indiana

Reverend Sister:

It is difficult to say how many high schools use the College of the Air programs but the indications are that it is a rather sizeable audience. About a year and a half ago we made a survey and found about seventy different schools listening.

High school classes are tuning in the Wisconsin School of the Air as well as the Wisconsin College of the Air. Some courses are especially planned for secondary schools.

The new bulletin is not yet ready but the indications are that at least two courses will be given. One, on Thursdays at 1:30 is to be a Speech-English combination, and the one Friday at 1:30 a music program. It is all especially planned for high schools and a complete system of evaluations will be set up.

Yes, quite frequently high school groups broadcast over the state stations. Some do dramatic, music, forensic and other types of programs representative of their work. Not infrequently do the high schools take charge of the community programs.

Quite a few high schools in the state broadcast over the local stations in their community. This serves as an opportunity for telling the home town folks about school activities.

Very truly yours,

(signed) Harold A. Engel
Public Relations

INDIANA UNIVERSITY SCHOOL OF MUSIC
BLOOMINGTON, INDIANA
INDIANA STATE SYMPHONY BROADCAST SERVICE

March 2, 1939

Dear Friend:

Enclosed are notes to accompany the broadcast of the Indianapolis Symphony Orchestra on Wednesday, March 8. According to advices received from the orchestra this program will present the following numbers:

Schumann, Symphony No. 4 in D Minor, Op. 120
Mason, "Rambling Sailor" from Suite after English Folk Songs
Elgar, Variation on an Original Theme (Enigma)

We have recently compiled a summary of the extent to which these weekly program notes are being distributed. Our tabulation shows that 1,015 persons in 901 schools of the state, distributed through 91 of the state's 92 counties, are receiving the notes each week. It is doubtless gratifying to many of you to realize to what extent music teachers in Indiana schools are making use of current, home-produced music to raise the level of music appreciation for thousands of our Indiana children.

Cordially yours,

State Symphony Broadcast Service

(signed) by S. T. Burns

BOARD OF EDUCATION
ROCHESTER, NEW YORK

August 16, 1938

Sister M. Madonna
St. Anthony's Hospital
Terre Haute, Indiana

Dear Sister Madonna:

Enclosed are copies of the 1936-37 and 1937-38 Program Schedules and also a mimeographed page showing the enrollment. You will see that practically all of our programs are planned for elementary school use. Some high school classes may listen to a few of the programs but they would represent only a small portion of our total listening audience. We have found that the rigid class schedules in high schools are a barrier to extensive use of radio programs. It is principally for that reason that our interests have been concentrated in the elementary field.

Very truly yours,

(signed) Paul C. Reed
Director

CRANFORD PUBLIC SCHOOLS

Cranford, N. J.

July 25, 1938

Sister M. Madonna
St. Anthony's Hospital
Terre Haute, Indiana

Dear Madam:

It is true that the Cranford High School has a complete radio set-up, but we have so far made so little use of it as compared with its possibilities that we have much yet to learn in experience. So far, most of the use of our radio within the building has been from the public address set-up. That is, I have made daily use of it in the morning and afternoon for routine announcements throughout the building.

There have been other times when special broadcasts have been arranged to certain rooms. For example, an English class would send a group of its members to the office where a one act play or skit would be broadcast to that class through our microphone. On other occasions, certain musical programs have been broadcast from the auditorium stage or from our Music Room by the high school orchestra to various rooms in the building. We have also made use of the amplification in the gym during the lunch periods when phonograph records would be played from the office unit and transmitted into the gym. During basketball games also in the gym the microphone is plugged into a special input arranged in the gym and the play by play description of the game was then broadcast to the spectators.

We have also used the microphone on the stage of the auditorium at various times. For example, at commencement it was used by student speakers on the program. The Damrosch concerts have been broadcast over the air from time to time to various classes in the building.

Cordially yours,

(signed) Ray A. Clement
Principal

State of Ohio
Dept. of Education

SCORECARD FOR CHILDRENS RADIO PROGRAMS

Name of Program _____ Sponsored by _____

Time _____ Station _____ Frequency _____

Type of Program (Check)

Mystery	History	Travel (Life in other lands)
Detective	Music and Story	Nature
Adventure	Romance	Literary (poetry-drama-
Actual Events	Fairy Tale	biography)
	Real Life Drama	Humorous

Approve (check)

1. Holds interest - proper emotional intensity.
2. Tells worthwhile story.
3. Characters worth knowing.
4. Roles natural - true to life.
5. Authentic (In historical, geographical allusions.)

Disapprove (check)

1. Excitement too frequent or long sustained.
2. Story lacks merit.
3. Characters lack worth or attractiveness.
4. Roles unnatural, far-fetched.
5. Lacks factual content or makes mistakes in history, geography, etc.

Makes Character-Building
Qualities
Attractive (check)

1. Trustworthiness
2. Loyalty
3. Helpfulness
4. Friendliness
5. Courtesy
6. Kindliness

Failure to make Character-
Destroying Qualities suff-
iciently unattractive. (check)

1. Lying, stealing, break-
ing promises
2. Cheating, breaking faith
3. Selfishness- unwilling-
ness to spend time or
strength
4. Meanness, aloofness,
snobbishness.
5. Impoliteness, rudeness,
impertinence.
6. Bullying, cruelty -
meanness.

- | | |
|-----------------|---|
| 7. Obedience | 7. Disobedience of laws of parents, teachers and society. |
| 8. Cheerfulness | 8. Grouchiness, petulance, quarrelsomeness. |
| 9. Thriftiness | 9. Luxury loving and loose spending. |
| 10. Bravery | 10. Bluff, bravade, "hard guy". |
| 11. Cleanliness | 11. Dirty speech - poor sportmanship. |
| 12. Reverence | 12. Irreverance - making light of religion. |

N.B. Credit is given for use of the Scout Laws. They afford the finest list of character-building qualities available.

Stimulates Desirable Activities (check)

1. Assisting with home duties
2. Reading of better books and magazines
3. Development of helpful hobbies (collecting, hiking, manual arts, etc.)
4. Joining the YMCA, YWCA, Scouts, etc.
5. Development of good speaking habits.

Stimulates Questionable Activities (check)

1. Condone shirking of home duties.
2. Reading too much crime, mystery, sex literature, or 'trash'.
3. Development of loafing.
4. Development of questionable gang activities.
5. Development of slovenly speech.